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ABSTRACT

This course syllabus is one of over 80 developed and written by the Henry County School System (Tennessee) as part of a Teacher Corps demonstration project. These syllabi provide specific descriptions of what is to be learned and at what level the student is expected to perform. The art course described here is available for students who have completed two semesters of art or its equivalent. The time frame for the lesson units is: (1) basic design, five weeks; (2) drawing, three weeks; (3) acrylic and oil painting, five to six weeks; (4) sculpture, three weeks; (5) ceramics, six weeks; (6) printmaking, three weeks; (7) commercial design and graphics, three weeks; (8) textiles and weaving, four weeks; and (9) art history and appreciation, one to two weeks. Unit objectives, student responsibilities, and learning activites are outlined, as well as equipment, media materials, and community resources for additional supplies. The student evaluation procedure is explained, and includes classroom observation, discussion, and tests. (FG)

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ED207936

COURSE SYLLABUS

FOR FURTHER INFORMATION CONTACT:
J. C. Hainsworth, 230 Wells Hall
Murray State University
Murray, KY 42071 (502) 762-6343

High Expectations . . . High Achievement

TEACHER CORPS

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Murray State University/Henry County Public Schools
Teacher Corps Project

P.O. Box 47, Paris, Tennessee 38242

DEPARTMENT: Art

GRADE LEVEL: 10-11-12

COURSE TITLE: Art 2 + 3rd year*

Fall 1980

SP 018 338

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Cordelia Miller-HCHS
Grace McCain-Henry

INTERN TEAM
Jack Goodwin
Cynthia Guinn
Barbara Patterson
Melanie Waters
Grace McCain-Leader

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Frank Gallimore
Superintendent

William Atchison
Assistant Superintendent
Director of Federal Programs

Lois Rayburn
Supervisor of Instruction

PRINCIPALS(Teacher Corps Schools)
John Hinson, *Henry County High School*
Jerry Muzzall, *Henry Elementary School*
Garry Smith, *Puryear Elementary School*
Jack Watkins, *J.R. Miller Center*
Luke Welch, *Grove Junior High School*

PRINCIPALS
Charles Cate, *Springville Elementary School*
Don Cate, *Cottage Grove Elementary School*
Gordon Taylor, *Buchanan Elementary School*

MURRAY STATE UNIVERSITY/HENRY COUNTY PUBLIC SCHOOLS TEACHER CORPS PROJECT STAFF

Jerome C. Hainsworth, *Project Director*
Patricia C. Anderson, *Documentor/Evaluator*

Program Development Team Leaders

Roger Childress, *Henry County High School*
William O. Price, *Grove Junior High School*
Willis Johnson, *Henry & Puryear Elementary Schools*
Gary Schroeder, *Henry County High School*

We also wish to thank the many people who assisted in editing, typing and collating the Course Syllabi and Student Expectations. In many ways, they are the "*unknown heroes*" whose work is essential but not often recognized.

TO STUDENTS AND PARENTS,

You have in your possession a course syllabus which is one of over eighty-one written by teachers in the 1979-80 School Year as part of the Teacher Corps Demonstration Project. Syllabi were written for most subject areas taught in grades seven through twelve in Henry County.

A syllabus is a concise statement or outline of a course of study. Each syllabus written in this program contains a general course description followed by general and specific objectives. The general objectives state in broad terms what is to be taught in the course, while the specific objectives indicate ways the student must demonstrate what he or she has learned. Student requirements, basic learning activities, learning materials and community resources are also described. Of special importance are the sections dealing with how performance is measured, evaluated, and reported to students and parents.

The overall intent and basis of the syllabus program are to assist students in achieving at least a minimal competency in the subjects being taught in the schools. The written syllabi are a major step forward in helping students achieve success in their studies, since they provide specific descriptions of what is to be learned and at what level the student is expected to perform. The program in effect is saying, *"Let us inform both the students and the parents of what specifically is required at each grade level and in each subject taught in the Henry County School System and then develop ways to help students achieve these goals."* Because when goals are precisely written and further refined into instructional objectives, then learning activities designed to assist the student are more focused and on-target. Instruction improves when the purposes of the course are thought-out and clearly stated. Progress accelerates when the student's performance is based upon behaviorally stated objectives, and this performance is measured and reported.

It is important to note that the Syllabi are only a *first step* in creating an Improved School Climate--which is one of the *major* goals of the Teacher Corps Project. Teachers, students, and parents must yet find additional and unique ways to help each person achieve the various competencies. Much of this however will come through application as teachers think of new ideas while refining old ones. Thus this Project will be a success if the syllabi are but a *starting point* of thoughtful and creative involvement by the teachers and students in on-going curriculum development.

This Project is not without its imperfections. No project is. For example, in our Project better measurement instruments need to be written as well as finding new ways of evaluating student performance. Yet, we are proud of what has been accomplished and feel the basic curriculum pattern is reflective of the concerns of society and the realities of the times in which we live. Perhaps the great strength of this Project is to be found in the fact that teachers from the Henry County School System developed and wrote each syllabus. They deserve a *special* thanks.

GOOD LUCK!

J. C. Hainsworth

Dr. Jerome C. Hainsworth
Project Director and
Professor of Education
Murray State University
Murray, Kentucky

NOTE: It is important to realize that a program entitled Student Expectations has been written for assisting students in grades K-6 in achieving at least a minimal competency in Mathematics, Language Arts, and Reading. The Student Expectations Program and Syllabus Program are a coordinated curriculum effort that has the potential of impacting the basic instructional program in Henry County in a positive way.

HENRY COUNTY PUBLIC SCHOOLS STUDENT EXPECTATIONS
Paris, Tennessee

DEPARTMENT: Art GRADE LEVEL: 10, 11, 12

COURSE TITLE: Art 2 + 3rd year * Page 1

COURSE DESCRIPTION

Prerequisties: Art I - 2 semesters, its equivalent or approval of the Art Dept.

Credits: 1 full year. Some students receive ½ year. (To be re-evaluated at a future date.)

Fees: Assement from teacher of what course will cost 1 year. At least $6.00/student.

Narrative Description: This course is open to all high school students who want to learn more about: 1) design using the elements of the visual arts--line, shape, color, space, form, texture and arranging them in unified 2 or 3 dimensional forms. 2) Drawing, emphasizes on the concepts of line, shape, spatial relationships, proportion, composition, and visual thinking. Various techniques will be introduced along with a variety of drawing media including pencil, ink, charcoal, oil pastels and flairs. 3) Painting, emphasizes on techniques in oil and acrylic and materials used. 4) Sculpture, experiences in clay, papermache and modeling stressing design principles in creating original 3-dimensional art objects. 5) Ceramics-making pottery using hand-built methods and the potters wheel. 6) Printmaking - learning the processes of print making in woodcuts and silk-screen. 7) Commercial design/ graphics, understanding the basic techniques of commercial design. 8) Textiles and Weaving- emphasizes on finger weaving and simple loom weaving. 9) Art History and Appreciation - being able to identify and comprehend the visual arts.

*I should like to briefly explain why Art 2 and Art 3 are presented together in the following course syllabus outline. In past years there have never been enough advanced Art 3 students to form a separate and distinct class. In the 1979-1980 school year, however, there were fifteen students enrolled in level 3 art, but due to space limitations and teacher shortages, these students were placed in Art 2 classes. This presented a problem because some assignments were repititions.

Looking toward the 1980-1981 school year, I strongly advocate a complete separation between Art 2 and Art 3 classes, providing enough

students are interested. One major purpose of such a class would be college preparation for the predicted 1-10 students who will go on in art related careers. Such a class would also help students develop a portfolio of past work.

If and when an Art 3 class is offered, then a distinct and detailed course syllabus will be written.

COURSE OBJECTIVES

General:

1. The student will be able to identify, recognize, and use a combination of design elements and principles in producing original work.
2. The student will develop an increased awareness of the environment, increased ability to interpret what is preceived, and increased ability to communicate personal ideas, using drawing, painting, and mixed-media techniques.
3. The student will experience the pleasure of creating original sculpture (understood).
4. The student will experience the complete process of making pottery using both hand-built methods and the potter's wheel. Also the student will utilize different finishing methods of ceramics.
5. The student will demonstrate the ability to design and execute prints using either the silkscreen process or the linoleum or woodcut method.
6. The student will demonstrate the ability to use some of the specialized skills and techniques to the commercial artist.
7. The student will demonstrate the ability to design and create original textile and weaving projects using both on and off the loom techniques.
8. The student will identify and comprehend man's aesthetic endeavors through the ages.

Specific:

Unit I - Basic Design

At the end of the unit on design elements the student will show increased ability to organize and produce visual images through the following projects:

1. Design element exercises - The student will create an original series of 9 designs using original shape, and changing that shape to complete the 9 different design exercises.
2. Basic design questions - The student will be able to complete to the teachers satisfication a set of 10 questions relating to the previous assignment of 9 different design exercises.
3. Design a cover and title page for use on his or her Art II or III notebook. The size of the title page will be 5½" x 8½". (The size of the cover will be ¼" larger. Any type media may be used.
4. Basic Design Project - The student will create an aesthetic design using a combination of original marks and shapes, trying to produce a feeling and movement. The size should be at least 18" x 12", and must be colored, (No black and white accepted) using any of specified media.

Unit II - Drawing

At the end of the unit on drawing the student will show increased ability in contour, gesture, and figure drawing by completing the following assignments:

1. After discussion of negative and positive space relationships, the student produces 1 compostition using the visual image of ribbon, which shows planning of both positive and negative space.
2. After teacher instruction and demonstration, the student develops 10-15 drawings using sensitive, unbroken, continuous line and deliberate eye-hand coordination.
3. After teacher instruction about gesture drawing the student captures the motion or position of the model by completing 10-15 drawings with rapid, continuous flowing line of the gesture drawing technique.

Unit II - continuation

4. After instruction and discussion of abstract figure drawing, the student will demonstrate simple abstraction by drawing 2 human figure abstracts using straight lines obtained by drawing with a straight edge.
5. (optional) After teacher instruction about value techniques (ex. parallel lines, cross-hatching, pointillism, wash), the student uses 1 or more value techniques to develop form and to achieve unity in a value drawing. (Can be used in above assignments 1 and 4.)

Unit III - Painting

Upon completion of the painting unit (using acrylic and oil paint) the student will have demonstrated his/her skill in applying the design elements and principles to his own paintings using various painting techniques by completing the following assignments:

NOTE: Since students provide their painting media, they may paint using either acrylics or oils.

1. After teacher instruction on different painting techniques, the student will complete a color mixing assignment made up of 10 different mixing assignments, using oil or acrylic paints.
2. After instruction related to monochromatic color schemes, the student uses 1 selected primary or secondary color and varying amounts of other primaries, secondaries, intermediates and black and white to produce a reversal monochromatic color scheme to be used in a oil or acrylic painting. The painting idea is to be taken from a photograph, and using the squaring-off method, blow the picture up at least 1 time.
3. Student's choice - From a list of 7 painting ideas and assignments, the student will choose 3 additional themes and techniques and do 3 finished oil or acrylic painting. The size will be at least 12" x 18". To be painted on gessoed white paper, cardboard or canvas. (NOTE: On this list of 7 choices is a space for a student to write his or her own ideas. If teacher approves the student's idea, he or she may create his/her own assignment.)

Unit IV - Sculpture

Upon completion of the Sculpture Unit, the student will have experienced the pleasure of creating an original sculpture from its beginning to the finished product, by completing the following assignments:

1. After the teacher's instruction concerning the demonstration and discussion of paper-mache, the student will demonstrate an awareness of various additive sculptural processes and shall produce one paper-mache mask using the additive process. The mask shall be life-size, painted and shellaced.
2. After a discussion concerning in-the-round sculptural forms, and teacher instruction and demonstration, the student will demonstrate the ability to effectively design a complete figure from clay, The size must be at least 8" x 2".

NOTE: This will be presented when the ceramic unit begins.

3. (optional) After a discussion concerning the subtractive sculptural processes as well as teacher instruction and demonstration, the student will produce 1 sculptural form through a substractive process, using the materials of wood or soapstone. The size shall be at least 8" x 5". The finished carving must be polished/ Color/paint may be added if desired.

Unit V - Ceramic

Upon completion of the Ceramic Unit, the student will have demonstrated the concepts of design; line, shape, form and space...in pottery, by creating original ceramic products from the beginning to the finished product through the following assignments:

1. Construction techniques - After instruction, demonstration and class discussion, the student will demonstrate the ability to produce at least one ceramic form by using each construction technique:
   a. Hand-built techniques- Using either the pinch, coil slab method or a combination of these methonds, the student will make a ceramic form at least 8" x 8".
   b. Wheel-formed techniques - As a wheel thrown project, the student will create a bowl, vase, or covered jar with lid and handles that is at least 6" x 6".
   c. Combined techniques - The student will construct a pot or abstration using a minimum of 2 techniques as described above. The size of the pot will be at least 8" x 8".

Unit V - continuation

2. Finishing techniques - After teacher instruction, demonstration, and class discussion, the student will demonstrate the ability to finish a ceramic piece using at least 1 of each of the following decorating techniques:
   a. Texture, stain, or glaze - The student will glaze or stain the pottery he/she has produced in the A part of the Ceramics Unit, combining both stain or glaze with texture.
   b. Firing - The student will understand and recognize classroom type firings, bisque and reduction glazed by producing a piece fired this way.
   c. Raku firing - The student will understand and recognize raku firing by producing a piece using this method.

Unit VI - Printmaking

Upon completion of the Printmaking Unit, the student will understand the processes of printmaking and recognize that successful prints result from an understanding and application of design principles and elements. The student will complete the following assignments: (Either 1 or 2)

1. After teacher instruction, demonstration, and discussion of silk screening, the student shall produce one silk screen design, using appropriate techniques, tools, and equipment, and pull and edition of at least 10 prints of the design.
   a. After teacher instruction and class discussion, the student will be able to define, pronounce and closely spell art terms associated with the silk screen process.
   b. After teacher instruction, demonstration, and class discussion, the student will be able to properly use and care for the materials and tools used in making a silk screen.
   c. After teacher instruction and demonstration, the student will cut a film stencil out of lacquer film, using his design for his silk screen.
2. After teacher instruction, demonstration, and discussion of linoleum or woodcut, the student shall produce one linoleum or woodcut design, using appropriate techniques, tools, and equipment, and print an edition of at least 10 prints of the design.
   a. After teacher instruction and class discussion, the student will be able to define, pronounce and spell art terms associated with the linoleum or woodcut process.

Unit VI - continuation

b. After teacher instruction, demonstration, and class discussion, the student will be able to properly use and care for the materials and tools used in making a wood or linoleum cut.
c. After teacher instruction and demonstration, the student will make a wood or linoleum cut, using the correct tools to produce the student's design.

Unit VII - Commerical Design/Graphics

At the end of the unit on Commerical Design/Graphics, the student will be aware of the organizational structure in which the commerical artist works, by completing the following projects:

1. After 2 visits from a recognized local commercial free lance artist, the student will be able to demonstrate an awareness of the role of the artist in an art studio and/or free lance situation, by recalling or using at least two basic principals taught by the visiting artist.
2. After a lecture from a free lance artist on graphic design, the student will design a logo for the signature of their name, to be used on further work instead of signing their name.
3. After teacher instruction, demonstration and class discussion about commerical designing of packages for products, the student will design a package for a new product or redesign a package for an already existing product, using lettering, size, color, and illustration and incorporating them into a layout design for a package. Draw the package as it would appear if all of the sides were flattened.
4. (Optional) After teacher instruction and demonstration on lettering used in graphic designs, the student will choose a word and a style of alphabet letter and design. He or she will then letter the word stressing visual communication through the chosen style.
5. (Optional) After finishing the above 2, 3 and (4), the student will take part in presenting his above finished projects, in a critique conducted by a recognized local commercial artist.

Unit VIII - Textiles and Weaving (Optional)

At the end of the unit on textiles and weaving, the students will have experienced the pleasure of creating original hand-crafted fabrics and art objects through the use of fibers and fabrics in a variety of texile and yarn techniques. The students will have completed the following projects, (which will include weaving, knotting, dyeing, and other related textile and yarn techniques,):

1. Weaving techniques - After teacher instruction, demonstration, and class discussion, the student will choose and complete from start to finish 2 projects from the following list:
   a. Finger Weaving - After experiencing finger manipulated techniques of weaving, the student will incorporate his experiences and learnings into a sampler or a project. The size of the sampler or project must be at least 30" x 2" and use color combinations which are appropriate.
   b. Flat Loom (cardboard) - After experiencing flat loom weaving techniques, the student will direct his experiences into the designing and creating of a specific and useful product. The size of the product must be at least 12" x 12" and the use of appropriate colors. The student will also design and make his own flat loom.
   c. Inkle or 2 Harness looms - After experiencing and practicing different weaving techniques, the student will thread a teacher supplied loom and create and design a simple sampler or useful fiber product. The size of the sampler or fiber product must be at least 4" x 12". The student will incorporate the use of colors into his product by choosing various colored yarns.
2. Additional Fiber Techniques - After teacher review, demonstration, instruction and discussion, the student will choose 1 of the following projects and complete the project from start to finish:
   a. Macrame - After experiencing and practicing different macrame stitches, the student will contract with the teacher his specific assignment. Size of the project will be at least 12" x 12".
   b. Rya/Hooking - After experiencing and practicing the hooking technique, the student will design and execute either a wall hanging or a rug. The student will use various colors, and the size should be at least 2' x 12".

Unit VIII - continuation

c. Stitchery - After experiencing and practicing different needlepoint or embroidery stitches, the student will design and execute either a sampler or a project. The size should be at least 12" x 12" and combinations of colors should also be incorporated into the project.
d. (Optional) Batik - The student will design and dye a cloth, which he will later incorporate into a useful product. Minimum of 3 colors must be used and the minimum size of the cloth will be 12" x 24".

Unit IX - Art History/Appreciation

This is not an objective that is presented in 1 unit, but is something which is utilized throughout the whole year, coinciding with projects and units as they are studied.

1. Through these references to Art's past endeavors the students will gain a greater understanding and appreciation of man's attempts at various medias and art styles.
   a. The student will be able to interpret and appreciate 3-dimensional images as expressions of a culture. Students will, also, demonstrate this understanding through fulfillment of items 2 and 3 below.
   b. The student will be able to comprehend drawing and painting as a visual reflection of a culture. Students will also demonstrate this understanding through fulfillment of items 2 and 3 below.
   c. The student will be able to identify and comprehend architecture as an art form.
2. At the beginning of each semester each student will make a notebook to keep notes and collected pictures of art that they find concerning artists, art history, or art appreciation. The student will be required to obtain at least 10 pictures relating to the above.
3. The students will discuss their knowledge of art, artists, and artistic works and styles, as well as their on midterm exam and final exam.

COURSE ACTIVITIES

Course Requirements:

1. The student must have passed Art I for 2 semesters/ or have 1 full year with at least a 75.

2. The student must be in 10th, 11th, or 12th grade.

Student Responsibilities:

1. An Art fee is assessed by teacher. Usually, this fee is $6.00 per student.
2. The student must provide drawing paper at least 18" x 24", as needed throughout the year.
3. The student must provide at least 3 drawing pencils, (HB,3H,6B) and eraser - (a gum eraser).
4. The student must provide mediums, brushes and a set of oil paints or acrylic paints to complete 4 paintings.
5. The student must provide a couple sheins of yarn or balls of cord used in the study of textiles and weaving, as well as extras like beads, feathers, etc.
6. Should a student wish to produce more than the maxium amount of work, he will be expected to provide materials for these major projects.

Learning Activities:

1. Demonstrations - teacher or filmed
2. Lectures - background and technique foundation
3. Films - concerning specific art styles, artists, artists techniques, museum tours relating to art history.
4. Slides - concerning specific art styles, artists, artists techniques, and art history.
5. Opaque projector - using the opaque to blow-up pictures to look at art styles, artists work and techniques and art history pictures.
6. Posters - teacher-made posters emphasizing specific principles being taught.
7. Books - provided as additional stimilus to specific assignments to be used as locations of ideas and techniques (Not for copying...)
8. Current magazines in the many fields of art which show specific artists and the work of artists, and what is happening currently in the area of art.

Learning Activities: continuation

9. Sketching trips - Using the school grounds both inside and outside for drawing ideas.

10. Reproductions of works of art and previous student works of art to display in classroom.

11. Class discussions on related art topics/artists; etc.

12. (Optional) Field trips to local galleries, or pottery shops.

13. (Optional) Field trip to college printmaking or ceramics department.

14. (Optional) Visits to art exhibits

15. (Optional) Visiting artists to the classroom - giving lectures and demonstrations, and career guidance to students.

Time Frame:

Unit	Expected Completion Time
Design	5 weeks
Drawing	3 weeks
Painting	5-6 weeks
Sculpture	3 weeks
Ceramics	6 weeks
Printmaking	3 weeks
Commercial design/Graphics	3 weeks
Textiles and Weaving	4 weeks
Art History and Appreciation	1-2 weeks
	33-35 weeks total time

LEARNING MATERIALS

Textbook: The only textbook, The History of Art for Young People, by H. W. Janson with Samuel Cauman, which is provided is used in conjunction with the study of art history or works of art.

Supplementary Reference Materials:

1. The use of resource materials found at the school and public libraries. Also books, media kits, and films located at nearby universities.

2. Curriculum Syllabi in the field of art - located at nearby universities.

3. Teacher collected reference materials including books, curriculum guides, instruction guide books, and current art magazines, and art education magazines.

Supplies and Equipment List:

Those with an * are large equipment.

India ink
pen holder
assorted pen points
assorted brushes
scissors
white glue (Elmers)
masking tape
scotch tape
rubber cement
conte crayon
charcoal pencil
mat knives
X-acto knives
water colors
rags
metal edged ruler
2 - 3' metal rulers
tempra paint
silk screen film
printing inks
solvent for adhering film
solvent for dissolving film
frames for silk screens
organdy material for silk screens
gesso
solvents
palettes
easels
*hot plate
brayers
squeegees
linoleum cutters
soapstone
flair pens
stapler
staples
tasks
construction paper
watercolor paper
smocks
paper towels
newspapers
ceramic clay bodies
ceramic glazes
hand tooks for ceramics
wedging table
canvas for wedging
*ceramic kiln
cones (for kiln)
stilts
sponges
scrapers
*potters wheel
plaster bats
tracing paper
chalk pastels
oil pastels
*table loom
acrylic paints
*enameling kiln
enameling tools
needles

Supplies and Equipment List : continuation

typing paper
thread
yarn
string
rope
wood boards
nails
files
hammers
magazines
wire
magic markers
crayons
*storage space
*tracing or light table
*garbage cans (for clay storage)
broom
glass plate
canvases
mediums
still-life objects
*student storage
empty jars
wax
dyes for fabric
mixing trays
plastic water containers
kettles
oven mitts or heavy gloves
soap
cleansers
*bulletin boards
spray fixatives
*sinks for clean up
*printing press
*drying racks
*presser
rubber bands
paper clips
chalk
eraser
*air brush
flour

Media Materials:

1. T. V. specials relating to artists, and works of art, and techniques.
2. Newspaper articles on art, artists, works of art, illustrations by artists.
3. Films and slide presentations from the Extension Services of the National Museum of Art in Washington, D. C.
4. Opaques
5. Films and slides - provided by the school library.
6. Art Magazines - provided by the students, the library and the teacher.

COMMUNITY RESOURCES

1. Southern Clay provides clay body mixtures and soapstone upon request.
2. Cardboard and cardboard boxes used in constructing sculptures and other projects.
3. Wallpaper catalogues used in conjunction with many projects, and for ideas. Obtained from wall paper and paint stores.
4. Lumber yards provide scraps of wood and masonite, used for carving, printing, and painting on.
5. Local Newspaper provides newsprint used for drawing and printing on general scrap paper.
6. Department stores may provide boxes, old displays, wire, old lights, old decorations.

EVALUATION

1. Almost all evaluation of the student is obtained by evaluating the quality of work shown throughout each assignment or project. The teacher evaluates the student's work in relation to the objectives of the assignment and arrives at a grade equivalent at the end of the completed assignment. Some evaluation of techniques and student works of art are obtained by classroom observation and discussion. Critiques are held at least once each grading period. During this time, students are able to project their thoughts and feelings. Self-evaluation of each student's work also results from conversations with other students. As each students work is displayed in some form or another, self-evaluation is a natural process.
2. Through teacher observation and discussion of presented art concepts, it becomes quite evident whether the student understands or does not understand the concepts.
3. At least 2 teacher-made tests are given. Usually 1 test is given each semester in the form of a midterm or a final exam covering the previous semesters work.
4. Student attendance is usually 1/4-1/8 of the students grade.

EVALUATION - continuation

5. Participation in class activities and class discussions is also reviewed in relation to the students class grade.

6. Student attitude and classroom behavior are also considered when determining the student's grade.

REPORTING TO STUDENTS AND PARENTS

The usual school board policies on grades and grading policies are carried out.

1. Usually the student receives a grade for this course at the end of each 6 weeks.

2. Deficiency reports are mailed out as needed.

3. Since Art 2 + 3 is an elective course, parents don't concern themselves greatly with teacher conferences in this field, but they are invited and welcomed.